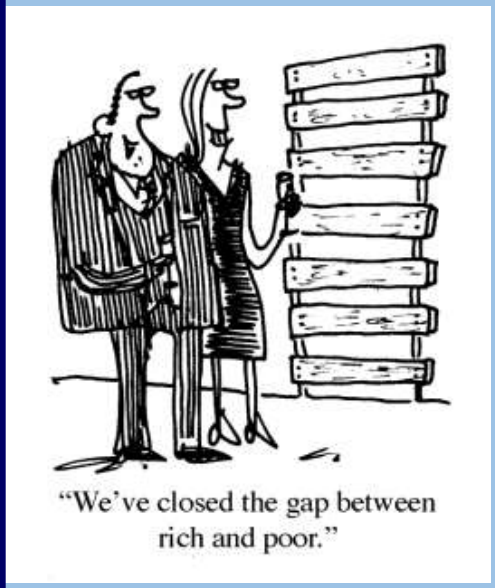
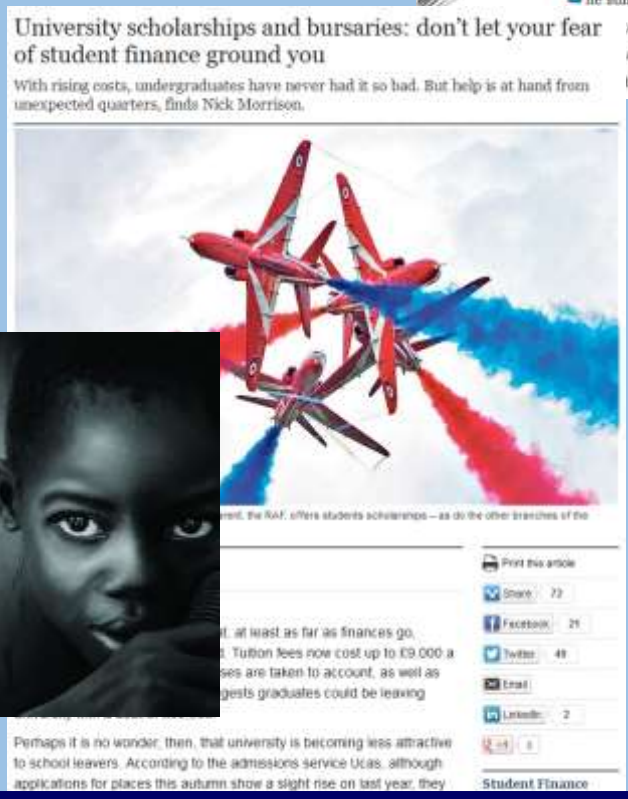


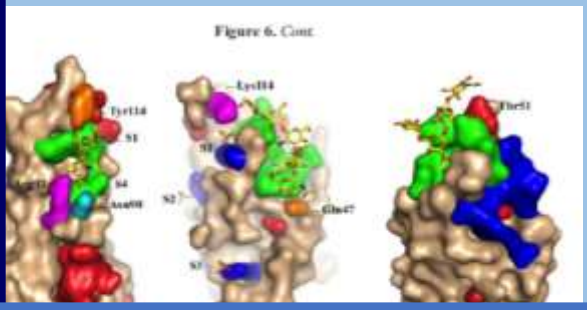

University scholarships and bursaries: don't let your fear of student finance ground you

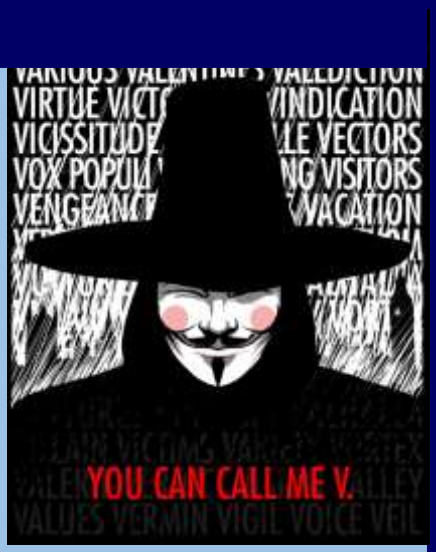
With rising costs, undergraduates have never had it so bad. But help is at hand from unexpected quarters, finds Nick Morrison.

More than Words: Communicating in the Digital Era

Key Stage 4 Programme – 2016-2017

Teacher Name _____Dr Sara Dicerto_____





Pupil Name _____

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Fill this in with your teacher.

Timetable – Tutorials

Tutorial	Date	Time	Location
1			
2			
3			
4			
5			
6			

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1		
Tutorial 2		
Tutorial 3		
Tutorial 4		
Tutorial 5		

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after 4.00pm on	10 marks deducted

Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

KS4 Programme 2016-17 – Pupil Feedback Report

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-Level
2:1	60-69	Performing to a good standard at A-Level
2:2	50-59	Performing to an excellent standard at current key stage
3rd	40-49	Performing to a good standard at current key stage
Working towards a pass	0-39	Performing below a good standard at current key stage
Did not submit	DNS	No assignment received by The Brilliant Club

Name of RIS Teacher	**Sara Dicerto**		
Title of Assignment			
Name of Pupil			
Name of School	Ark Globe Academy		
ORIGINAL MARK / 100		**FINAL MARK / 100**	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Learning Feedback Comment 1 - *Personal response*	
What you did in relation to this Key Learning Priority	**How you could improve in the future**
Learning Feedback Comment 2 – *Textual analysis*	
What you did in relation to this Key Learning Priority	**How you could improve in the future**
Learning Feedback Comment 3 – *Textual production*	
What you did in relation to this Key Learning Priority	**How you could improve in the future**
Resilience Comment	

Course Rationale

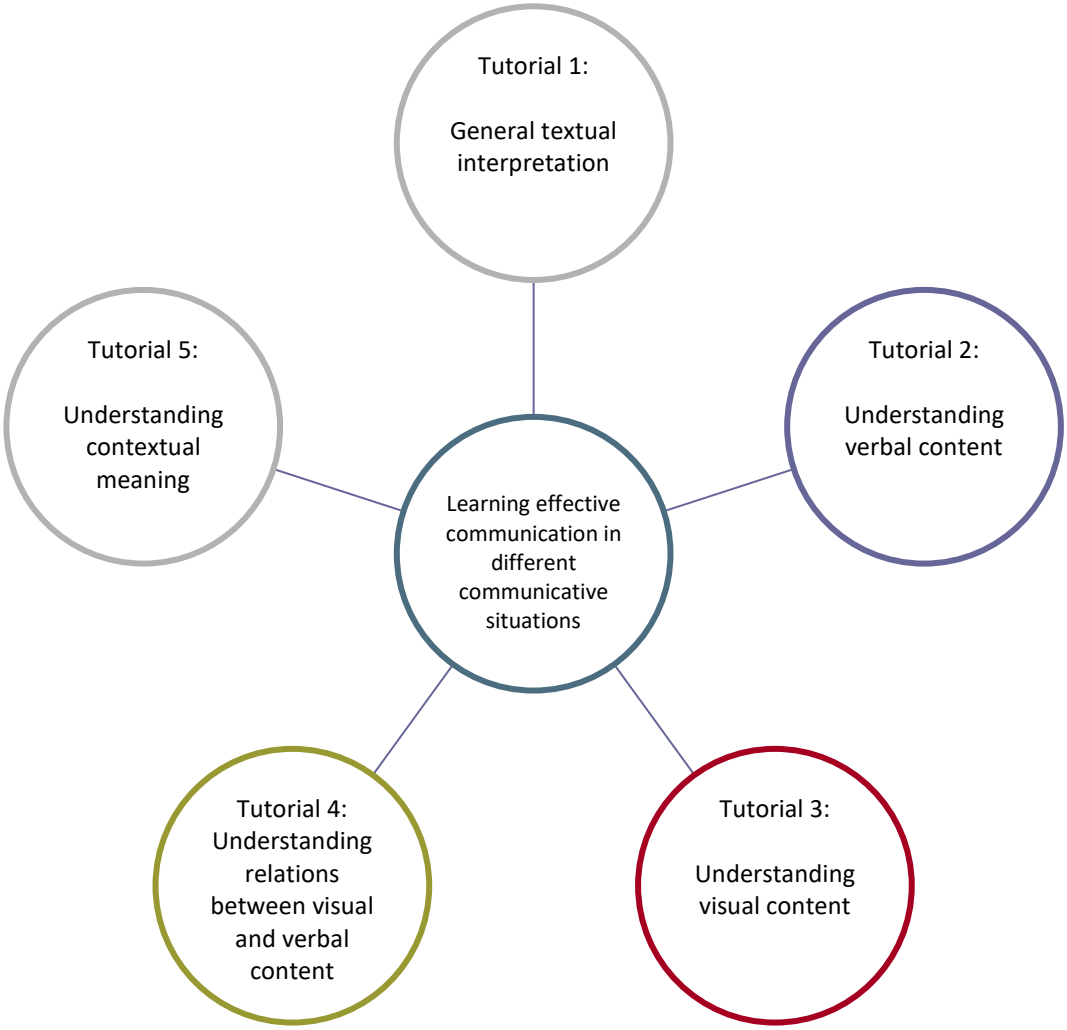
Communication in today's world is about a lot more than 'just' words. We communicate with emails and written notes, but also with magazines, advertisements, textbooks, newspapers. All these ways of communicating have a lot more to them than language, as they make use of images as well to 'say' things. But how do these messages work?

This course will allow students to understand how texts communicate in the modern world, touching on how language and images communicate separately, and how they can be interpreted. It will also discuss how language and images communicate together, producing texts that tell a story visually and verbally at the same time. Finally, the course will discuss how the meaning of language and images can change according to the circumstances in which the text is communicated.

Students will learn different ways by which texts can be meaningful, improving their communicative skills and learning how to understand texts more deeply and thoroughly. At the end of the course, the final assignment will ask them to produce a text of their own exploiting a combination of the techniques they have learnt, putting their newly acquired knowledge into practice. The same assignment will ask them to comment on the techniques they used and state why they think that the text they have produced communicates their message effectively.

Learning the workings of linguistic as well as visual communication improves the students' ability to understand and make themselves understood in a variety of contexts, enhancing their communicative possibilities; it also makes them aware of general communicative patterns and mechanisms that apply to other languages as well as English, establishing a solid foundation for foreign language learning which students can build onto with their MFL teacher(s).

Course Map


Tutorial 1:
General textual interpretation
Tutorial 2:
Understanding verbal content
Tutorial 3:
Understanding visual content
Tutorial 4:
Understanding relations between visual and verbal content
Tutorial 5:
Understanding contextual meaning
Learning effective communication in different communicative situations

Mark Scheme

Key Skill	1st	2.2
Personal response	☐ Respond to texts identifying textual organisation independently ☐ Be critical and capable of identifying textual organisation and specific details supporting deep independent textual interpretation ☐ Take into account and be able to explain several cultural/contextual factors influencing interpretation directly and indirectly	☐ Respond to texts identifying textual organisation with guidance ☐ Be capable of identifying textual organisation supporting general independent textual interpretation ☐ Take into account and be able to explain the main cultural/contextual factors directly influencing interpretation
Textual Analysis	☐ Be able to understand to a great extent the role played by language and images in message formation ☐ Be able to understand to a great extent the interaction among language and images in message formation	☐ Be able to understand to a good extent the role played by language and images in message formation ☐ Be able to understand to a good extent the interaction among language and images in message formation
Textual Production	☐ Be able to manipulate to a great extent language and images to produce separate messages ☐ Be able to weave language and images together to produce a fully coherent message	☐ Be able to manipulate to a good extent language and images to produce separate messages ☐ Be able to weave language and images together to produce a somewhat coherent message

Glossary of Keywords

Word	Definition	In a sentence…
Verbal meaning	The meaning communicated in a text with the use of a language (English or other).	Titles communicate verbal meaning: if we read 'Cookbook' on the front of a book, that word is telling us something about the book's contents.
Visual meaning	The meaning communicated in a text with the use of images and non-linguistic symbols.	A cross on a building has visual meaning; it is telling us without using words that the building is connected with Christianity.
Context	The circumstances in which a message is communicated. For example, the year and country of publication, the audience it is meant for, the author and their background, and any political/social events the text may influence or may be influenced by.	'Animal Farm' by George Orwell was written in 1943, in a wartime context; it reflects events leading up to the Russian Revolution, and it expresses a strong criticism of dictatorship.
Contextual meaning	The meaning a text takes on because of the circumstances in which it is communicated. For example, the same sentence can be appropriate when talking to another student, but inappropriate when talking to a teacher.	The word 'Play' means a different thing if we are talking about a game or about a CD. It takes on a different contextual meaning depending on what we are talking about.
Textual interpretation	The process of analysing a text to get to its meaning.	Textual interpretation happens in several stages: first we see the text, then we analyse its components, and finally we come to a conclusion about what it means to us.

Tutorial 1 – General textual interpretation

Key terms:

Textual interpretation; textual resources; context.

Today's Key Question(s):

- How do we understand texts?
- What features of a text can help us with textual interpretation?

What is the Purpose of Tutorial 1?

- Developing a general understanding of the processes involved in textual interpretation
- Reflecting on what features of a text are useful for us to interpret it, and why
- Developing a general sense of the importance of context in textual interpretation

Today's Homework is:

I will give you a poster advertisement - you will have to write a brief commentary (around 200 words) on your interpretation of the poster, discussing how you have come to a conclusion about its meaning. I will give you a set of questions you can bear in mind when developing your homework, so if you are looking for a way to structure your commentary or you don't know what to write, think about possible answers to those questions.

This homework is a baseline test to see your initial level of knowledge in this subject area. Do not worry too much about doing 'well' or 'badly' on the baseline test, it takes into account the fact that you may not be familiar with the subject area. It is designed to help us identify your initial level at the start of the programme and to help you measure your progress along the way.

DATE DUE: next lesson

Tutorial 2 – Understanding verbal content

Key terms:

Linguistic resources; textual composition; typography.

Today's Key Question(s):

- How does position influence the meaning of linguistic resources?
- How does colour influence the meaning of linguistic resources?
- How does typography influence the meaning of linguistic resources?

What is the Purpose of Tutorial 2?

In Tutorial 2 we will discuss more texts, focusing in particular on their linguistic resources and analysing features of language such as position, typography, colour and layout. We will consider how these 'visual' factors influence the meaning we derive from the text and relate to textual composition.

Today's Homework is:

I will ask you to find another example of a text in which linguistic meaning is influenced by visual factors, print it and bring it to class for discussion. At home, reflect on how you think position, typography, colour and layout influence meaning in those texts, as you will be asked to share your ideas in class.

DATE DUE: next lesson

Tutorial 3 – Understanding visual content

Key terms:

Visual resources; visual composition; production techniques.

Today's Key Question(s):

- How does composition influence the meaning of visual resources?
- How does colour influence the meaning of visual resources?
- How do production techniques influence the meaning of visual resources?

What is the Purpose of Tutorial 3?

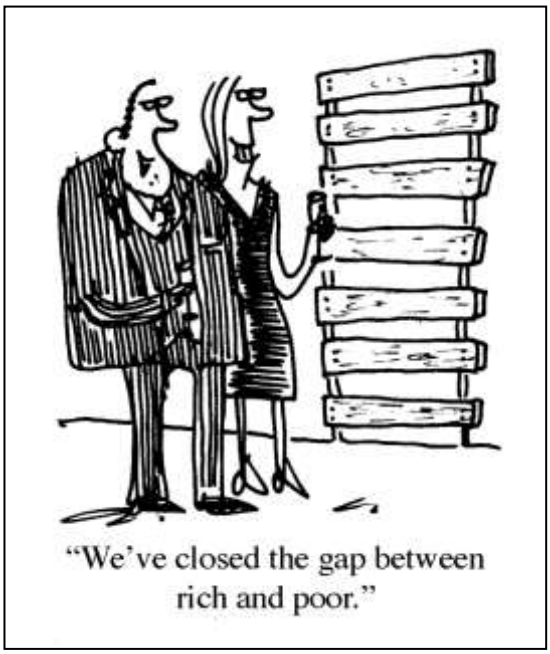
In this tutorial we will discuss more composite texts, focusing in particular on their visual components (e.g. left-to-right or top-to-bottom composition, colour, production techniques) and concentrating on the analysis of the visual meaning.
We will again discuss various composite texts and verbalise their visual message. Part of the discussion will also focus on the similarities and the differences with the analysis of linguistic resources.

Today's Homework is:

I will ask you to find another example of a composite text in which the visual meaning is influenced by factors such as composition, colour and production techniques and bring it to class for discussion. At home, start reflecting on how you think composition, colour and production techniques influence the meaning of the text you have chosen, as you will be asked to share your ideas in class.

DATE DUE: next lesson

Tutorial 4 – Visual-verbal interaction



Key terms:

Visual-verbal interaction.

Today's Key Question(s):

- How do textual resources interact with each other?
- What does this mean for the overall organisation of the text?

What is the Purpose of Tutorial 4?

We will look at more composite texts, focusing on the relationships among visual and linguistic resources. In particular, we will reflect on whether visual and linguistic resources convey equivalent, contradictory, complementary or independent messages, and what this means for the overall textual organisation and general meaning of the text.

Today's Homework is:

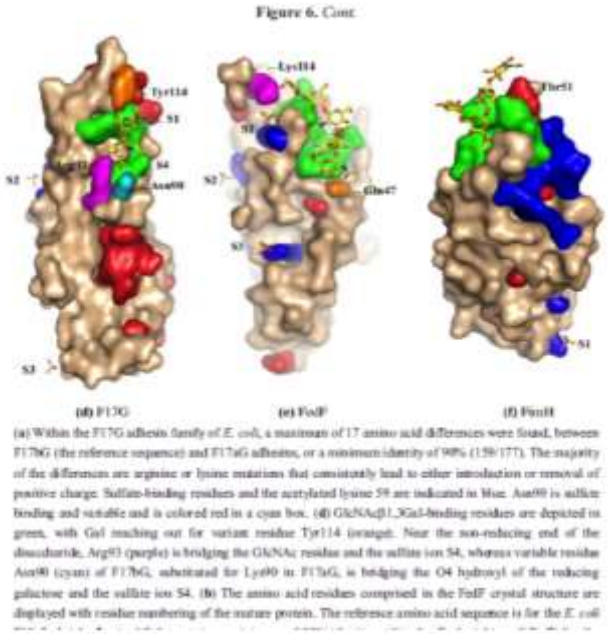
- Mock Final Assignment

You will need to use one of the texts presented in class as a basis to produce a new text of your own, changing some visual/linguistic details (or altering their interaction) to bring about changes in textual interpretation.

You will need to complete a brief reflection on the changes you have made to the text, and how these affect the meaning of your final product. Your reflection will need to touch on the areas we have covered, discussing briefly the meaning of the visual and verbal resources, as well as their interaction, in the text you have produced. Your reflection will need to be of about 300 words (+/- 10%).

DATE DUE: next lesson

Tutorial 5 – Contextual meaning



(a) Within the F17G adhesin family of *E. coli*, a maximum of 17 amino acid differences were found, between F17bG (the reference sequence) and F17aG adhesins, or a minimum identity of 90% (159/177). The majority of the differences are arginine or lysine mutations that consistently lead to either introduction or removal of positive charge. Sulfate-binding residues and the acetylated lysine 59 are indicated in blue. Asn90 is sulfate binding and variable and is colored red in a cyan box. (d) GlcNAcβ1_3Gal-binding residues are depicted in green, with Gal reaching out for variant residue Tyr114 (orange). Near the non-reducing end of the disaccharide, Arg93 (purple) is bridging the GlcNAc residue and the sulfate ion S4, whereas variable residue Asn90 (cyan) of F17bG, substituted for Lys90 in F17aG, is bridging the O4 hydroxyl of the reducing galactose and the sulfate ion S4. (h) The amino acid residues comprised in the FimF crystal structure are displayed with residue numbering of the mature protein. The reference amino acid sequence is for the *E. coli*

Key terms:

Context; contextual meaning.

Today's Key Question(s):

- How does context affect textual production?
- How does context affect meaning?
- How does our prior knowledge of events and states of affairs affects meaning?

What is the Purpose of Tutorial 5?

In tutorial 5 we will discuss more composite texts, focusing on the role of context in textual interpretation. In particular, we will reflect on how the same text can be perceived very differently under different circumstances, and on the role of prior knowledge in textual interpretation. We will consider how different scenarios can affect the way in which a text is communicated, and discuss how different circumstances and levels of prior knowledge can influence our perception of meaning.

Today's Homework is:

- Final Assignment

I will give you a simple message in a verbal format, and ask you to put together a text (using visual and verbal resources) that you think communicates that message well. This will need to be submitted along with a reflection on how you produced the text, touching on the areas we have discussed so far (verbal meaning, visual meaning, visual-verbal interaction, contextual meaning). Therefore, you will need to comment on the role of visual and verbal resources separately, on their interaction and on contextual factors that have influenced your decision. I will provide you with a set of questions that you can answer to help develop your reflection, which should be no more than 800 words.
You can either develop your text using a computer (for example, you could download images from the internet, then use Microsoft Paint to add text) and print it off, or you can develop it directly on paper (you can draw the image you want and write on it). You will be able to use a maximum of 15 words in your final product.

DATE DUE:

Tutorial 6 – Feedback

What is the Purpose of Tutorial 6?

- Receive feedback on final assignment
- Reflect on the skills learned on the programme

What are the key questions?

- What strengths have I demonstrated in my work and what areas of development are there left for me to address?
- What steps do I need to take to improve my academic output?

Activity 1 – Marking your own

Using the mark scheme, identify three things you did well and three things you could improve.

What went well?

1.

2.

3.

What could be improved?

1.

2.

3.

Activity 2 – Responding to feedback

Read through your feedback sheet and highlight on your assignment where you received positive feedback (one colour) and areas for improvement (different colour). You might find it helpful to annotate this with a brief comment or two.

Activity 3 – Looking Forwards: Think, Pair Share

1. Think about how you can use this feedback in your future school work.
2. Talk to your partner about how you both plan to make changes to your school work in the future as result of this feedback
3. Share your ideas as a group.

Appendix 1 – University Applications Guidance

For course choices and careers information:	www.brightknowledge.org.uk
For information and statistics on universities and course:	www.unistats.direct.gov.uk
For comprehensive information on universities, including rankings:	www.thecompleteuniversityguide.co.uk

PLEASE NOTE – The Researchers in Schools programme is designed to support the university applications process at your school. The work you complete for the programme should add to your schoolwork rather than detract from it. Please be aware of deadlines and try to manage your workload appropriately. If you are worried about the programme interfering with your schoolwork then please speak to your teacher.